<http://www.slideshare.net/epetrosky/executive-functioning-in-the-classroom-3424978>

for grid to prep for day 2:

<http://www.ldonline.org/article/24880/>

The myth of laziness

<http://www.bridges4kids.org/articles/8-08/CEC8-08.html>

good one:

<http://www.thepositiveclassroom.org/2011/07/executive-function-in-young-children.html>

<http://www.partnerstx.org/Resources/LD/HelpingWithEFandHomework.html>

<http://appsychtextbk.wikispaces.com/Executive+Function+Disorder>

<http://advedpsysou11.wikispaces.com/Anderson,+Executive+Functioning>

<http://vbparentgiftinst.wikispaces.com/Executive+Functioning+Powerpoint>

<http://www.education.com/reference/article/Ref_Executive_Function/>

<http://www.education.com/reference/article/Ref_Executive_Quick_Look/>

<http://www.landmarkschool.org/resources/blog/Executive_Function_and_Study_Skills>

<http://www.ldonline.org/article/6311/>

<http://www.greatschools.org/special-education/health/1017-executive-function-lens-to-view-your-child.gs?page=all>

<http://www.education.com/topic/learning-disability-executive-functions/>

<http://shop.critescounseling.com/Executive-Function-Disorder-Worksheets-and-Assessment-CD-7006.htm>

<http://specialed.about.com/od/glossary/g/Executive-Function-A-Cognitive-Skill.htm>

<http://www.smartkidswithld.org/ld-basics/signs-symptoms/signs-symptoms-of-executive-function-disorder>

<http://www.additudemag.com/adhd/article/7051.html>

<http://www.ncld.org/ld-basics/ld-aamp-executive-functioning/basic-ef-facts/what-is-executive-function>

<http://learningdisabilities.about.com/od/eh/a/executive_funct.htm>

<http://learningworksforkids.com/m2/parents/m2p_disorders_exec_functioning.html>

<http://www.ldonline.org/article/29122/>

structures for the planning sheet for day 2:

* **Inhibition.** This is the ability to stop oneself from doing a behavior at the appropriate time. It is the opposite of being impulsive. This also involves delayed gratification.
* **Emotional control**. Being able to calm down, and also to logically realize what type and what level of emotional response is appropriate.
* **Initiation.** Starting new tasks and independently generating ideas and strategies.
* **Working memory.** Being able to keep information in one's mind long enough to act on it. A child with poor working memory often has trouble remembering what she was just asked to do, or what the directions were that you just told the class.
* **Organization.** Keeping materials and belongings in their places in an ordered way.
* **Planning**. Being able to systematically think through the steps needed to complete a task and keep track of time.
* **Self-Monitoring**. Being able to compare one's behavior and performance to some standard and being able to tell whether one is meeting expectations.

<http://www.thepositiveclassroom.org/2011/07/executive-function-in-young-children.html>

<http://learningcurve.global2.vic.edu.au/2011/01/04/what-all-teachers-need-to-know-the-role-of-executive-function-processes-in-the-classroom/>

<http://www.nytimes.com/2009/09/27/magazine/27tools-t.html?pagewanted=all>

not here but good site:

<http://thedemandingclassroom.com/tag/executive-functioning/>

<http://aflyontheclassroomwall.com/category/executive-function/>

<http://www.edutopia.org/blog/brain-based-teaching-strategies-judy-willis>

<http://www.edutopia.org/blog/how-to-plan-instruction-video-game-model-judy-willis-md>

<http://www.greatschools.org/special-education/health/1017-executive-function-lens-to-view-your-child.gs>

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| --- | --- |
| Activation | Organizing, prioritizing, and activating to work *Initiating, planning, strategizing, and sequencing* |
| Focus | Focusing, sustaining, and shifting attention to tasks |
| Effort | Regulating alertness, sustaining, and processing speed *Pacing, managing time, and resisting distraction* |
| Emotion | Managing frustration and regulating emotions |
| Memory | Utilizing working memory and accessing recall *Using feedback* |
| Action | Monitoring and self-regulating action *Inhibiting* |